

Request for Proposals
Data Collection for Kentucky's State
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Grant

Section 1 – Purpose

This request for Proposals (RFP), issued by the Kentucky Council on Postsecondary Education, solicits offers from firms to support data collection and reporting for the GEAR UP Kentucky program. Staff from the Council on Postsecondary Education and GEAR UP Kentucky will evaluate proposals. The successful applicant will be awarded a personal services contract through competitive negotiation.

Section 2 – Background and Context

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is an early intervention program for middle school students, starting at the seventh grade. Enacted in 1998, GEAR UP is a federal program intended to encourage low-income students to develop academic skills plan and influence their educational choices early on their schooling. GEAR UP encompasses a wide range of activities for students, parents and school personnel, including academic enrichment, college awareness programs and professional development.

GEAR UP Kentucky, administered by the Council and the Kentucky Department of Education (KDE) now serves 53 middle and high schools in the state. In the fall 2003, GEAR UP Kentucky will serve nearly 18,000 students. Four postsecondary institutions, designated area coordination institutions (ACI), assist the Council in providing provide general oversight for program activities in four designated areas across the state: Western Area-Murray State University, Central Area-University of Louisville, Northeastern Area-Morehead State University and Southeastern Area-KCTCS: Hazard Community College. Each ACI maintains a small staff comprised of an area director, and one full time program coordinator in each of two designated regions.

Federal guidelines for the GEAR UP program include significant data collection and evaluation requirements for state projects. The project is obligated to collect demographic, performance and participation data on GEAR UP students, to administer opinion surveys and to track the involvement of parents and school personnel in GEAR UP activities. Council staff submits an annual performance report (due in April) to the federal GEAR UP program (see attachment #1, *GEAR UP Annual Performance Report for State Programs, Program Year 2002-2003*). In addition, the program guidelines emphasize formative evaluation and continuous reporting of results, both to federal authorities and to local GEAR UP participants. To meet federal reporting requirements and program evaluation needs a GEAR UP Kentucky online data collection system was developed as the data collection tool for all participating schools (www.gearupky.org).

GEAR UP personnel, including Council staff, area directors, program coordinators and site facilitators (a designated staff member at each GEAR UP school) will also participate in data collection and/or evaluation activities.

Section 3 – Description of the Project

The project will service GEAR UP Kentucky and all participating schools. The vendor will maintain and enhance the data collection and evaluation tools currently used by the GEAR UP Kentucky program to meet federal reporting requirements, internal goal setting, and evaluation processes. The Council on Postsecondary Education will coordinate the financial and administrative aspects of the contract.

Section 4 - Scope of Work

- A. Administering student and parent surveys, tabulating and reporting results. These surveys are intended to gauge students' and parents' attitudes toward and knowledge of postsecondary education. Surveys will be administered to GEAR UP students and parents upon entering the program and at the conclusion of the ninth and eleventh grades (see attachments #2 and #3, *GEAR UP Student and Parent Surveys*).

- B. Maintaining the GEAR UP online database functions, including the collection of demographic and performance data for participating GEAR UP students and the tracking and reporting of student, parent/guardian and teacher participation in GEAR UP activities.
- C. Developing and implementing additional enhancements to the GEAR UP data collection system according to the needs of the program and changes to federal reporting guidelines.
- D. Providing technical support (and, if necessary, training) for site facilitators and other school-based GEAR UP personnel in implementing, updating and maintaining the above data collection systems.
- E. Providing Council staff with reports of all collected data elements and flat data files.

Section 5 – Proposal Requirements

1. Vendors interested in submitting proposals shall provide the following background information:
 - A. A brief description of the agency, organization, or individual.
 - B. A list of key personnel who will be directly involved in this project. Resumes of those individuals should be submitted that include years with the agency, organization, or entity and descriptions of projects of a similar nature, size, and scope they have participated in within the past five years.
2. The proposal plan shall include the following:
 - A. A narrative description of the plan to provide support for GEAR UP Kentucky as identified in Section 3 of this document.
 - B. Services to be provided by the agency, organization, or individual.
3. Respondents to the Request for Proposals shall provide a total annual cost including expenses. In addition, respondents should provide a breakdown of the annual cost for each of the categories listed below.
 - (a) Maintenance and enhancement of existing GEAR UP database.
 - (b) Development and implementation of enhancements to the GEAR UP database.
 - (c) Survey administration and tabulation.
 - (d) Technical support and/or training for school-based personnel.
 - (e) Issuing reports and data files to Council staff.
4. The proposal should identify any potential conflict of interest including, but not limited to, professional or personal relationships with individuals or groups that are involved with or stand to gain from the work of the firm.
5. Because of federal reporting requirements, data collection and reporting must take place within a predetermined range of dates. Vendors shall be able to adhere to the timetable outlined below:
 - a) Provide data in support of the *Annual Performance Report* – March 2004

Section 6 – Criteria for Selection

1. GEAR UP and Council staff will review and rate each proposal. The selected proposal will be that which:
 - i. Documented experience and expertise in maintenance of web-based data gathering systems (30 points)
 - ii. Potential to provide development and implementation of system enhancements according to program needs and/or federal reporting changes (30 points).
 - iii. Potential to provide support for complex web-based data collection and evaluation systems (20 points).
 - iv. Cost of services. (20 points)

2. One original and four copies of the proposal, with cost information should be mailed to:
Deborah Jackson
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204
3. The proposal review will begin after having posted for seven days. All applications must be postmarked no later than September 24, 2003.

Section 7 – General Information

1. GEAR UP Kentucky and the Kentucky Council on Postsecondary Education reserves the right to reject any and all proposals and bears no responsibility for any costs of preparing proposals.
 - A. This RFP will be posted at <https://Ky-purchases.com>
 - B. Each vendor responding must register for online access. Registration can be done at this website.
 - C. Vendors should submit the attached **Campaign Finance Law Compliance** form.
 - D. Any contract resulting from this RFP shall be governed by all provisions of KRS Chapter 45A and the Finance and Administration Cabinet's Manual of Policy and Procedures, both available on on-line at: <http://www.state.ky.us/agencies/purch/vipweb2.htm>
 - E. Any contract resulting from the RFP shall be a personal service contract pursuant to KRS 45A.695.
 - F. Questions pertaining to the RFP should be directed to:
Deborah Jackson or
Patricia Sawyer
Council on Postsecondary Education
1024 Capital Center Drive
Frankfort, KY 40601

Solicitation #: _____

Campaign Finance Law Compliance

In accordance with the provisions of KRS 45A.110 and KRS 45A.115, each bidder or offeror shall submit this affidavit with the bid or proposal.

I hereby swear or affirm under penalty of perjury that:

- (1) neither the bidder or offeror as defined in KRS 45A.070(6), nor the entity which he/she represents, has knowingly violated any provisions of the campaign finance laws of the Commonwealth of Kentucky, and
- (2) the award of a contract to the bidder or offeror or the entity, which he/she represents, will not violate any provisions of the campaign finance laws of the Commonwealth.

I have fully informed myself regarding the accuracy of the statement made above.

SIGNATURE

Printed Name

Title

Date

Company Name _____

Address _____

Subscribed and sworn to before me by _____,
(Affiant) (Title)

of _____ this ____ day of _____, 20____.
(Company Name)

Notary Public

[*seal of notary*]

My commission expires: _____

Attachment #1

OMB Approval No.: 1875-0180

Expiration Date: 07/31/2003

GEAR UP
Annual Performance Report for State Programs
Program Year 2002-2003

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0180. The time required to complete this information collection is estimated to average 35 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of the form, write directly to:** The GEAR UP Program, U.S. Department of Education, 1990 K Street, N.W., Suite 600, Washington, D.C. 20206.

SECTION I: PROJECT IDENTIFICATION, CERTIFICATION AND WARNING

A. Identification

1. PR/Award Number: _____
2. Name of Grantee: _____
3. Address (City, State, Zip): _____
4. Name of Project Director/Contact Person: _____
5. Phone Number: _____ Fax: _____
Email Address: _____
6. Report Period: _____ to _____
Month/Day/Year Month/Day/Year

B. Certification: We certify that the information reported herein is accurate, complete, and readily verifiable to the best of our knowledge.

Name of Project Director (Print)

Name of Certifying Official (Print)

Signature and Date

Signature and Date

C. Warning: Further Federal funds or other benefits may be withheld under this program unless this report is completed and filed as required by existing law (20 U.S.C. 1231a).

SECTION II: DEMOGRAPHIC PROFILE OF PROJECT PARTICIPANTS

A.	NUMBER OF PARTICIPANTS YOU EXPECTED TO SERVE (2002-2003, as indicated in award document)	NUMBER _____
B.	NUMBER OF PARTICIPANTS THIS SCHOOL YEAR (2002-2003) A participant is a person who receives services directly from the GEAR UP project or as a result of school or other instructional or service reforms supported by GEAR UP funds (federal and/or matching). . The students who have received services in the 2002-2003 school year will be called the 2002-2003 GEAR UP participants in all subsequent entries. 1. New participants, 2002-2003 2. Continuing/returning participants (began previous school yr) 3. Total participants	NUMBER _____ _____ _____
C.	PARTICIPANT DISTRIBUTION BY ETHNIC BACKGROUND, 2002-2003 1. American Indian or Alaska Native 2. Asian 3. Black or African American 4. Hispanic or Latino 5. White 6. Native Hawaiian or Other Pacific Islander 7. Total (should equal B3)	NUMBER _____ _____ _____ _____ _____ _____ _____

Instructions for “C” Above

These data are not mandatory but are extremely helpful to the Education Department in reporting on the “first generation” and ethnic characteristics of participants served by the program.

The race/ethnicity categories used in this section are consistent with the Department of Education’s policy on the collection of racial and ethnic information. These categories are defined as follows:

American Indian or Alaska Native – A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliations or community recognition.

Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, and the Philippine Islands.

Black or African American – A person having origins in any of the black racial groups of Africa.

Hispanic or Latino – A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White – A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii or other pacific islands such as Samoa and Guam.

D.	PARTICIPANT DISTRIBUTION BY GENDER, 2002-2003	NUMBER
1.	Male	_____
2.	Female	_____
3.	Total (should equal B3)	_____

E.	PARTICIPANT DISTRIBUTION BY GRADE AND NEW OR CONTINUING STATUS IN GEAR UP, 2002-2003	
	New	Continuing
K-4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____
8	_____	_____
9	_____	_____
10	_____	_____
11	_____	_____
12	_____	_____
TOTAL	_____*	_____**

* Total should equal B1.

** Total should equal B2.

F. PARTICIPANTS OF LIMITED ENGLISH PROFICIENCY

Number

Limited English proficiency, with reference to an individual, means a person whose native language is other than English and who has sufficient difficulty speaking, reading, writing, or understanding the English language to deny that individual the opportunity to learn successfully in classrooms in which English is the language of instruction.

These data (E+F) are not mandatory but are extremely helpful to the Education Department in reporting on the characteristics of participants served by the GEAR UP program.

G. PARTICIPATING SCHOOLS (IF APPLICABLE)

If applicable, please provide a list of schools participating in your GEAR UP project during this year (2002-2003 school year) indicating which grade each school offers. A participating school is a partner school identified in your GEAR UP application or award document or is a place where GEAR UP services are provided. Please include all schools you identified in your application, even if they do not yet have participating GEAR UP students.

SCHOOL NAME	SCHOOL LEVEL – grade levels offered in the school*	CITY	STATE	ZIP CODE

* Show grade levels available in the school, regardless of whether they are served by GEAR UP, separated by commas (e.g., 6, 7, 8).

SECTION III: GEAR UP SCHOOLS AND SERVICES

A. Table 1: School Level Data (If applicable)

School Data, Table 1

Number of schools served by project	_____
Average number of students per school that are in GEAR UP	_____
Percent of students in GEAR UP across all schools who are eligible for Free or Reduced Price Lunch	_____ %

B. Table 2: School Level GEAR UP Enrollment Data (If applicable)

If applicable, please enter the names of partner schools in the same order as in Table 1 above. Projects using a priority student selection model (i.e., serving selected students within a school rather than entire grade cohorts) need only complete the last row of the table. For each school, please indicate the number of students that received services from GEAR UP this school year (2002-2003). If a participant is not enrolled in any participating school but is enrolled in GEAR UP, please use the next to last row to enter his/her data. **The students who have received services in the 2002-2003 school year will be called the 2002-2003 GEAR UP participants in all subsequent entries.** Please show the average and median hours of GEAR UP service received by participants at each school during 2002-2003. If you are providing estimates in any cell for average or median hours, please indicate by placing an asterisk (*) next to the estimate. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 2: School-Level GEAR UP Participation Data

School Name	2002-2003 School Year		
	Number of GEAR UP Participants	Average Hours of GEAR UP Service per Participant	Median Hours of GEAR UP Service Per Participant
1.			
2.			
3.			
4.			
GEAR UP participants not enrolled in a partner school			
TOTAL			

* Report hours of services per participant for entire school year.

[illegible]

C. Table 3 GEAR UP STAFFING, All Funding Sources and Volunteers

Please show the staffing for this project. Please show the title of each staff member who worked on project development during 2002-2003 (e.g., curriculum development) or provided services to participants. Indicate his or her duties (using codes provided), whether the staff member was full or part time on the GEAR UP project, to which partner organization he/she belonged, and the source of funding for the position (GEAR UP and/or match, or neither). Please indicate whether this person was hired primarily to work on this project. Please list all persons who worked on this project on a regular basis, including volunteers, whether or not they were supported with Federal GEAR UP or explicit matching funds. For example, include college students who may have been working on the project under Work/Study, for course credit, or on a volunteer basis.

Table 3: Professional Staffing Table, 2002-2003 School Year

Title of staff member	Primary duties of staff member (see codes below)	Number of staff in category	Enter FT for full time, PT for part time on GEAR UP project	Name of Employing Partner	Source(s) of Funding for Position: G for GEAR UP, M for Match, NA if neither	Hired for GEAR UP Project? (Y or N)*

* Enter NA if not employed for pay by any partner

Duties of Staff Members (enter 1-3 codes for each staff member in order of importance; separate codes with commas)

- 01 Administer GEAR UP project
- 02 Provide advising/counseling to GEAR UP participants
- 03 Provide instruction to GEAR UP participants
- 04 Provide tutoring to GEAR UP participants
- 05 Provide mentoring to GEAR UP participants
- 06 Provide other direct service to GEAR UP participants
- 07 Provide project development or design
- 08 Provide support or clerical service
- 09 Provide other professional service
- 10 Provide liaison services between GEAR UP school/providers (including public housing authorities) and parents of student participants
- 11 Provide professional development programs to GEAR UP teachers and other school staff

D. Table 4: GEAR UP Project Services

In the table, please indicate all services that your project provided in 2002-2003. Please refer to the accompanying list of possible services (**Section VIII: The GEAR UP Service Codes**, beginning on page 27 of this document) and enter the appropriate code numbers. If you provided services that do not appear on the list, please enter code numbers shown and describe those services as indicated. For each service that you provided, please indicate the number of participants that received the service and the average and median hours of that service per participant receiving the service (across all project sites). Please try and account for all service hours of your project. If you are providing estimates in any cell for average or median hours, please indicate by placing an asterisk (*) next to the estimate. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 4: Project Services, 2002-2003

Service (to describe the service, enter a code number in each of the three columns, See "Service Codes" at end of report)			2002-2003 School Year		
Nature of Service	Timing of Service	Mode of Service	Number of GEAR UP Participants Receiving Service	Average Hours of Service Per Participant Receiving Service	Median Hours of Service Per Participant Receiving Service

(more rows will be added).

Note: The unique combination of nature, timing and mode or services should be entered on a separate line. For example, various types of staff may offer tutoring in math at different times of the day. If during the school day a teacher provides tutoring in math every day in a specially scheduled class and a project staff person offers another tutoring session in a small group three times a week after school, then the table above would be completed in the following manner. On the first line, code 01 would be entered under "Nature of Service," code 09 would be entered under "Timing of Service," and code 04 would be entered under "Mode of Service." On the second line, 01 would be entered under "Nature of Service," code 02 would be entered under "Timing of Service," and code 07 would be entered under "Mode of Service."

Table 4B: Project Services for Parents, 2002-2003

Service (to describe the service, enter a code number in each of the three columns. See "Service Codes" at end of report)			2002-2003 School Year		
			Number of GEAR UP Parents Receiving Service	Average Hours of Service Per Parent Receiving Service per year	Median Hours of Service Per Parent Receiving Service per year
Nature of Service	Timing of Service	Mode of Service			

(more rows will be added).

E. Table 5: GEAR UP Scholarships

In the table, please indicate all scholarships that your project provided for postsecondary education in 2002-2003.

Table 5 Scholarships, 2002-2003

Year first enrolled in college	Number of GEAR UP participants receiving scholarship for postsecondary education	Average amount of scholarship
1999-2000		
2000-2001		
2002-2003		
2002-2003		
2003-2004		
2004-2005		
2005-2006		
Total		

SECTION IV: GEAR UP STUDENT OUTCOMES

This section of the report asks you to provide outcome information for current participants (i.e., enrolled in the program in 2002-2003). Do not add on to data you provided in your last Performance Report but create a new table because individuals participating last year may have changed from “current” to “former” participants (or visa versa) this year. Because GEAR UP performance reports are due in May of each year it is not possible to report end of the school year grades and outcomes for current participants. As a result, the tables, which follow generally, request projects to report on the progress of current participants up to the time of the report or at the mid-point of the school year.

A. Grade Level Table 1, Academic Progress/Course Enrollment by Current Participants

For all grades served by your GEAR UP project, please indicate the number of 2002-2003 GEAR UP participants in each category. Please note that Table 1C requests projects to report the cumulative number of students who have enrolled in the listed courses (i.e., the number of students who have ever enrolled in algebra, geometry, etc.). All other tables request information on current educational progress.

Participant Outcome Tables

Table 1A, Current Participants, Successful Progress at Mid-Year in Middle School Courses, by Participant's Current Grade Level (2002-2003)

Current Grade Level	Number of Current Participants (2002-2003)								
	Mathematics			English/Language Arts			Science		
	Below 70	70 – 80	Above 80	Below 70	70 – 80	Above 80	Below 70	70 – 80	Above 80
K-5									
6									
7									
8									
9									
10									
11									
12									
Total									

Terms

Above 80 – receiving grade of B or above or 80% or higher

70 - 80 – receiving grade of C or between 70% and 80%

Below 70 – receiving grade below C or below 70%

Table 1B, Current Participants, Advanced Middle School Course Enrollments by Participant's Current Grade Level (2002-2003)

Current Grade Level	Number of Current Participants Enrolled (2002-2003)		
	Advanced Mathematics	Advanced English/Language Arts	Advanced Science
5			
6			
7			
8			
9			
10			
11			
12			
Total			

(Note: Advanced is used to denote students who are deemed to be working above grade level.)

Table 1C, Current Participants, Cumulative Course Enrollments by Participant's Current Grade Level (2002-2003)

Grade Level	Number of Current Participants Enrolled (2002-2003 or previously)						
	Pre-algebra	Algebra 1	Geometry	Calculus	Chemistry	Physics	At least one AP Class
6							
7							
8							
9							
10							
11							
12							
Total							

B. Grade Level Table 2, Educational Progress by Current Participants

Please indicate the number of participants in each grade you served (during the 2002-2003 school year), who were performing at grade level or above at the mid-point of the school year (as indicated by standardized test or teacher assessment—if teacher assessment, place asterisk next to number). Please also indicate the number of 2002-2003 participants who were repeating the grade they were enrolled in, who had 5 or more unexcused absences during the first two quarters of the school year, completed high school, and/or enrolled in a postsecondary institution by the end of the reporting period. Please indicate the average mid-year GPA for GEAR UP participants (where calculated), and the number that took a college entrance exam (ACT or SAT).

Table 2, Current Participants (status at end of 2002-2003 school year)

Grade Level	Educational Progress in 2002-2003 by Current Participants							
	Number Performing at Grade Level	Number Retained in Grade	Number with high absence rate	Average GPA* (for grades where calculated)	Number Taking ACT or SAT Exam	Number Completing High School	Number Entering Postsecondary Institution	
							2 year or less	4 year
K-5	Data reported in Table 1A							
6								
7								
8								
9								
10								
11								
12								
Total								

* Please specify if the GPA is an academic GPA (e.g., restricted to core courses such as math, English/language arts, social sciences, science, and foreign languages), total GPA (includes courses in vocational education, physical education, performing arts, etc), or other.

C. Grade Level Table 3, Cumulative Course Completions for Comparison Students (i.e., Non-Participants)

Please provide the information in the following tables, if you have data available on students who are similar to GEAR UP students but who are not receiving services (i.e., comparison students). This information is optional.

Please complete this table for persons who were not previously served by your GEAR UP project, **and for whom you have complete information to fill out this table**. Please indicate the numbers of such persons by grade level this academic year. Please indicate how many have completed the courses indicated (during this year or previously—i.e., cumulatively). These courses include: pre-Algebra, Algebra 1, Geometry, Calculus, Chemistry, or Physics, as well as any Advanced Placement (AP) course. **Do not include course completion data for persons for whom you have incomplete data for this table as a whole (i.e., completion information for some courses but not for others).**

Grade Level Table 3, Comparison Group (i.e., Non-Participants)

Grade Level	Number of Non-Participants Completing (2002-2003 or previously)							
	Number of Non-GEAR UP Students	Pre-algebra*	Algebra 1	Geometry	Calculus	Chemistry	Physics	At least one AP Class
6								
7								
8								
9								
10								
11								
12								
TOTAL								

* Includes Pre-Algebra or its equivalent or pre-requisite for Algebra.

(Note: In many schools the names for these math classes can vary. Classify classes based on the content of the class.)

For how many non-GEAR UP students (i.e., non-participants) who are still at or below age 18 do you lack the data to complete the above table? _____number

D. Grade Level Table 4, Educational Progress of Comparison Students (not enrolled in GEAR UP 2002-2003)

Please indicate the number of non-participants in GEAR UP who were performing at grade level or above at the end of the 2002-2003 school year (as indicated by standardized test or teacher assessment—if teacher assessment, place asterisk next to number). Please indicate the number of non-participants who were retained in grade, who had 5 or more unexcused absences during the first two quarters of the school year, took a college entrance exam (ACT or SAT) or completed high school. Please also indicate the number of non-participants who enrolled in postsecondary education. **Only include in this table those non-participants for whom you have complete information for this table.**

Grade Level, Table 4, Non-participants (status at the end of the 2002-2003 school year)

Grade Level	Educational Progress in 2002-2003 by Non-Participants							
	Number Performing at Grade Level	Number Retained in Grade	Number with high absence rate	Average GPA* (for grades where calculated)	Number Taking ACT or SAT Exam	Number Completing High School	Number Entering Postsecondary Institution	
							2 year or less	4 year
K-4								
5								
6								
7								
8								
9								
10								
11								
12								
Total								

* Please specify if the GPA is an academic GPA (e.g., restricted to core courses such as math, English/language arts, social sciences, science, and foreign languages), total GPA (includes courses in vocational education, physical education, performing arts, etc), or other.

In order to avoid double counting participants please indicate:

How many non-participants are included in Table 3 but are not included in Table 4?

Number: _____

How many non-participants are included in Table 4 but are not included in Table 3?

Number: _____

E. Participant Educational Expectations and Knowledge of College Preparation and Financial Assistance

This section of the report asks you to provide information from student surveys you administered to all GEAR UP participants during the past academic year (2002-2003). The first table requests data on the accuracy of their knowledge of college costs by grade level. The second table requests other information asked on both the middle school and high school surveys, such as early planning for postsecondary education and educational expectations. The third table requests information on high school-level college preparatory behaviors. This table is only applicable to high school students.

Grade Level, Table 1, Knowledge of College Costs by Current Grade Level (2002-2003 school year)

For each grade, report the average cost of attending (i.e., tuition and fees only) a 4-year public college for one year in your state as reported by students. Indicate also the number of students within \$500 of the actual average of attending a 4-year public institution in your state.

Current Grade Level	Number of students completing survey	Cost of College Attendance (2002-2003)	
		Average reported by students	Number of students within \$500 of actual average
6			
7			
8			
9			
10			
11			
12			
Total			

Table 2, Student Survey Data, by school type: Questions asked of all students

	Number of Students Reporting		
	Middle School	High School	Total

Number of students completing survey	_____	_____	_____
Student has talked with someone about college entrance requirements <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Student is aware of two or more types of postsecondary institution <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Highest degree plans to attain <input type="checkbox"/> Less than high school <input type="checkbox"/> High school only <input type="checkbox"/> Certificate <input type="checkbox"/> Associate's degree <input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Graduate or professional degree	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Thinks he/she will be able to afford to attend 4-year public institution <input type="checkbox"/> Yes (Definitely or Probably) <input type="checkbox"/> Not Sure <input type="checkbox"/> No (Doubts it or Definitely not)	_____ _____ _____	_____ _____ _____	_____ _____ _____
Receiving 21 st Century Certificate has changed his/her plans about attending college <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Participation in GEAR UP has changed his/her plans about attending college <input type="checkbox"/> Yes <input type="checkbox"/> No	_____ _____	_____ _____	_____ _____
Student believes academic performance is <input type="checkbox"/> Better <input type="checkbox"/> About the same <input type="checkbox"/> Worse <input type="checkbox"/> Not Sure	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

Grade Level, Table 3, Questions asked of High School Students only by Current Grade Level (2002-2003 school year)

Student Survey	Current Grade Level (2002-2003)				All
	Number of 9 th Graders	Number of 10 th Graders	Number of 11 th Graders	Number of 12 th Graders	
Total number of students surveyed	_____	_____	_____	_____	_____
Student has talked with someone about college financial assistance Yes Yes No No	_____ _____	_____ _____	_____ _____	_____ _____	_____ _____
Student has taken or is planning to take: PSAT SAT ACT AP classes ASVAB Other college admissions test	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____	_____ _____ _____ _____ _____ _____
Junior and seniors: Not planning on applying to college Planning to apply to college Applied to 4-year Applied to 2-year	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

F. Parent Knowledge and Participation in GEAR UP


This section of the report asks you to provide information from parent surveys you administered to all parents of GEAR UP participants during the past academic year (2002-2003). The first table requests data on the accuracy of their knowledge of college costs by grade level. The second table requests information on other items related to college preparation.

Grade Level, Table 1, Parent's Knowledge of College Costs by Current Grade Level of Student
(2002-2003 school year)

Current Grade Level of GEAR UP Student	Number of parents completing survey	Cost of College Attendance (2002-2003)	
		Average reported by parents	Number of parents within \$500 of actual average
6			
7			
8			
9			
10			
11			
12			
Total			

Table 2, Parent Survey Data

	Number of Parents Responding
Has talked with someone about college admissions Yes Yes No No	_____ _____
Has enough information about college preparation Yes Yes No No	_____ _____
Degree aspirations for child Less than high school High school only Certificate Associate's degree Bachelor's degree Graduate or professional degree	_____ _____ _____ _____ _____
Main reason child would not continue education after high school NA/Child will continue Costs Desire to work Poor grades Not interested Join military Family issues Other	_____ _____ _____ _____ _____ _____ _____
Familiar with college entrance requirements for 2-year college 4-year college Vocational, trade or business	_____ _____ _____
Has talked with child about attending college Yes Yes No No	_____ _____
Has talked with someone about the availability of financial assistance Yes Yes No No	_____ _____
Thinks child will be able to afford to attend 4-year public institution Yes (Definitely or Probably) Not Sure No (Doubts it or Definitely not)	_____ _____ _____
Has participated in GEAR UP events Yes Yes No No	_____ _____
Receiving 21 st Century Certificate has changed their plans for child to attend college Yes Yes	_____

 No	_____
--	-------

SECTION V: PROFESSIONAL DEVELOPMENT

This section of the report asks you to provide information about the professional development activities that your project provided during the past academic year (2002-2003). Please enter the names of all schools served by your GEAR UP project in the same order as in School Level Data, Table 1.

Table 1, Numbers Receiving Professional Development, 2002-2003

School Name	Number of Teachers of GEAR UP Students	Number of Teachers of Gear Up Students Participating in GEAR UP Sponsored Professional Development
TOTAL		

In the table, please indicate all services that your project provided in 2002-2003. Please refer to the accompanying list of possible services (**Section VIII: The GEAR UP Service Codes**, beginning on page 27 of this document) and enter the appropriate code numbers. If you provided services that do not appear on the list, please enter code numbers shown and describe those services as indicated. For each service that you provided, please indicate the number of participants that received the service and the average and median hours of that service per participant receiving the service (across all project sites). Please try and account for all service hours of your project. If you are providing estimates in any cell for average or median hours, please indicate by placing an asterisk (*) next to the estimate. GEAR UP services are services that are supported in full or in part by GEAR UP federal or matching funds. They include both direct services to youth as well as instructional or other service provided as a result of reforms supported through GEAR UP (such as curriculum or school reform).

Table 2, Professional Development Activities, 2002-2003

Service (to describe the service, enter a code number in each of the three columns. See "Service Codes" at end of report)				2002-2003 School Year		
Nature of Service	Timing of Service	Mode of Service	Description	Number Receiving Service	Number of Hours of Service	Number of Sessions

(more rows can be added).

SECTION VI: ADDITIONAL PROJECT PERFORMANCE GOALS

In this section, please discuss your annual measurable objectives for Students, Parents and Teachers for the 2002-2003 School Year.

OBJECTIVE	OUTCOME
95% of middle school participants will participate in career exploration activities by the end of the school year	100% of middle school participants participated in career exploration activities by the end of the school year.

School reform efforts undertaken as part of this project (e.g., curriculum development, other professional development, linked courses, team teaching, etc.) are difficult to capture in quantitative reporting. Please use this section to indicate any school or classroom reform objectives that your project set for this year and what has been achieved. Provide specific information and data to support the accomplishment of each objective. If you did not meet any objective, please give a brief explanation of the reasons and what you plan to do to accomplish the objectives.

SECTION VII: OTHER RELEVANT INFORMATION

In this section provide any additional information about your project that you think is important to the overall performance of your project. Provide only as much detail as is necessary.

SECTION VIII: SERVICE CODES

GEAR UP SERVICE CODES

Please use one of each of the following three sets of codes (nature, timing, mode) to describe each service you provide to students as reported in the GEAR UP Project Services Table. (Section III, Table 4)

NATURE OF SERVICE OR PROJECT ACTIVITY

Please select the service nature/activity code that most closely describes the project activity. Try not to use the “other” categories unless absolutely necessary. Some project activities may entail multiple services. For example, a summer program might include tutoring, instruction, and mentoring. For such activities, please code each service individually (e.g., math tutoring, general mentoring, etc.), but use the “timing” codes that indicate that the service is occurring as a summer offering (e.g., two week summer session).

- 01 Tutoring, math: Supplemental assistance with coursework
- 02 Tutoring, English: Supplemental assistance with coursework
- 03 Tutoring, other academic subject(s). Subject: _____
- 04 Tutoring for a school, district, or state required standardized test Iowa Test of Basic Skills, Stanford 9,
- 05 Tutoring for SAT, ACT, or other college entrance exam. Indicate test _____
- 06 Tutoring, other. Please describe _____
- 07 Tutoring, additional other Please describe _____
- 08 Computer assisted lab, English. Supplemental assistance with coursework where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however).
- 09 Computer assisted lab, math. Supplemental assistance with coursework where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however).
- 10 Computer assisted lab, other academic subject. Supplemental assistance with coursework where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however). Subject: _____
- 11 Computer assisted lab, preparation for standardized test. Supplemental assistance to prepare for test where students use computer programs as the primary means to learn subject matter (a resource person may also be present, however). Test _____
- 12 Computer assisted lab, other. Please describe _____
- 13 Other academic support service Please describe _____
- 14 General mentoring. Mentor meets and pursues activity with a student on a regular basis. Mentoring is one-on-one and its aim is to provide role model, inspire student, expose student to new activities, ideas, encourage college going. It is not primarily instructional assistance.
- 15 Professional mentoring. Student works with professional in a field on a joint project.
- 16 Other mentoring Please describe provider and activity _____
- 17 Classroom instruction, English, based on redesigned or _____ reformed curriculum.

- 18 Classroom instruction, English, smaller class size
- 19 Classroom instruction, English, other innovation, Please describe _____.
- 20 Classroom instruction, math, based on redesigned or reformed curriculum
- 21 Classroom instruction, math, smaller class size
- 22 Classroom instruction, math, other innovation. Please describe _____.
- 23 Classroom instruction, study skills (such as test taking, note taking, reading for meaning, etc.) based on redesigned or reformed curriculum,
- 24 Classroom instruction, study skills, (such as test taking, note taking, reading for meaning, etc.) smaller class size
- 25 Classroom instruction, study skills, other innovation. Please describe _____
- 26 Classroom instruction, other subject area. Please describe subject and innovation _____
- 27 Other classroom instruction Please describe subject and innovation _____
- 28 Student(s) attends classes at postsecondary institution for high school credit. Explain project role _____
- 29 Counseling, personal: Student is provided with assistance in solving personal or family issues.
- 30 Counseling/advising for college, including college choices, entrance requirements, financial assistance. This activity might also be called academic advising.
- 31 Counseling/advising, career. Student is provided with assistance aimed primarily at finding about careers or vocational opportunities.
- 32 Other counseling. Please describe _____
- 33 Workshop on college preparation: choosing a school, entrance requirements, and financial assistance. Meeting or conference that presents information on what is necessary to attend college.
- 34 Workshop, study skills. Meeting or conference that presents information on how to prepare for exams, take notes in class, manage time, use computers to study, etc.
- 35 Workshop, careers. Meeting or conference that presents information on educational or other requirements for one or more careers or occupational fields.
- 36 Workshop, other. Please describe _____
- 37 Workshop, additional other Please describe _____
- 38 College visit. Student(s) visits one or more colleges to learn about its offerings, requirements, etc. (not college student shadowing, which is a separate code below)
- 39 Job site visit. Student(s) visits one or more places of employment to learn about nature of work in field, requirements for work in field (not job shadowing which is a separate code below).

- 40 Cultural event. Students visit cultural institution (museum, public building); attend performance (theater, musical event, etc.)
- 41 Other visit Please describe _____
- 42 Job shadowing. Student(s) spends time (at least several hours) accompanying an individual in a particular work setting. Aim is to learn what the individual does and what skills are required.
- 43 College student shadowing. Student spends time (at least several hours) accompanying a student in various settings—residential, classroom, campus, etc. Aim is to learn what college life is like.
- 44 College professional shadowing Student spends time (at least several hours) accompanying an instructor or administrator in various settings—classroom, campus, etc. Aim is to learn what academic life is like,
- 45 Other shadowing Please describe _____
- 46 Parent service: workshop for parents on college requirements, financial assistance
- 47 Parent service: other workshop Please describe _____
- 48 Parent service: additional other workshop Please describe _____
- 49 Counseling for parents. Project works with a single family on personal issues
- 50 College advising for parents: Project works with a single family on issues of college financial aid or college requirements.
- 51 Other parent service Please describe _____
- 52 Additional other parent service Please describe _____
- 53 Family activity, general. Project sponsors or pays for attendance at social activity to involve/engage parents in project. Such activities might include sporting events, picnics, and the like.
- 54 Family activity, project specific. Project sponsors events such as awards banquets that highlight student achievement, accomplishment.
- 55 Materials developed for and disseminated to parents (newsletters, information guides, etc.)
- 56 Curriculum development. Redesign of curriculum in a partner school. Please describe _____
- 57 Other professional development activity. Describe _____
- 58 Other project activity. Describe _____
- 59 Additional other project activity. Describe _____

Additional codes if necessary: 60-

SERVICE TIMING

For each service offered, pick the code that reflects the time when service is most commonly provided—not how often a single students receives it. For example, if tutoring is available at a school after school every day, select code 01 even if the typical student receives it only once a week..

- 01 After school, every day
- 02 After school, a few times a week
- 03 After school, once a week
- 04 After school, less than weekly
- 05 Before school, every day
- 06 Before school, a few times a week
- 07 Before school, once a week
- 08 Before school, less than weekly
- 09 During school hours every day
- 10 During school hours a few times a week
- 11 During school hours once a week
- 12 During school hours, less than weekly
- 13 Every weekend
- 14 Most weekends
- 15 Weekends, only a few times
- 16 Evenings, regularly scheduled
- 17 Evenings, only a few times
- 18 Daily during summer session of one or two weeks
- 19 Once or a few times during summer session of one or two weeks
- 20 Daily during summer session, three or four weeks
- 21 Once or a few times during summer session of three or four weeks
- 22 Summer session, other. Please describe _____
- 23 Annual or semi-annual event
- 24 Other periodic event
- 25 One time occurrence
- 26 Other _____

SERVICE DELIVERY MODE

Please pick the service delivery mode that best describes the setting in which this service is offered.

- 01 Instruction by teacher(s) in regular, scheduled class (e.g., English or math)
- 02 Instruction by other professional(s) in regularly scheduled class (e.g., partnership staff member teaches English class)
- 03 Joint instruction by teachers and/or other professional(s) in regular, scheduled class
- 04 Instruction by teacher in specially scheduled class (e.g., project-offered class)
- 05 Instruction by other professional(s) in specially scheduled class
- 06 Joint instruction by teacher(s) and/or other professional(s) specially scheduled class (e.g., project-offered class)
- 07 Large group session led by project staff (e.g., assembly)
- 08 Small group session led by project staff (e.g., group tutoring or supplemental instruction)
- 09 One-on-one session led by project staff (e.g., advising)
- 10 Large group session led by other professional(s)
- 11 Small group session led by other professional(s)
- 12 One-on-one session led by other professional(s)
- 13 Large group session led by paraprofessional
- 14 Small group session led by paraprofessional
- 15 One-on-one session led by paraprofessional
- 16 Large group session led by college student
- 17 Small group session led by college student
- 18 One-on-one session led by college student
- 19 Activity led by parent(s)
- 20 Activity led by community volunteer(s)
- 21 Activity led by business volunteer(s)
- 22 Activity led by project participant(s)
- 23 Other delivery mode. Please describe _____

Attachment #2

Dear parent/guardian,

According to our records, your child is a student at a school participating in GEAR UP Kentucky. GEAR UP is a federal program designed to encourage students to prepare for and attend college. The purpose of this survey is to help us determine the kinds of topics GEAR UP should address in your child's school.

Please answer the following questions that relate to your seventh- or ninth-grade child. These questions are about her/his

experiences with school and your expectations for your child's future. The information you give will not be discussed with anyone.

Thank you in advance for completing the survey and returning it to your child's school!

GEAR UP Kentucky

Please complete all of the following questions:

Put a check mark in the box next to your child's current grade level:

☐ 7th grade

☐ 8th grade

☐ 9th grade

1. What is your relationship to your child? (Check the one that best applies to you.)

☐ Mother/Stepmother

☐ Father/Stepfather

☐ Grandmother/Grandfather

☐ Other relative

☐ Guardian

☐ Other _____ (please describe)

2. Since the beginning of the school year, have you met with any of your child's teachers? (Check only one.)

☐ Yes (if yes, go to QUESTION 3)

☐ No (if no, go to QUESTION 4)

3. How many meetings have you had with your child's teacher(s)? (Check only one.)

☐ One

☐ A few (2-3 meetings since beginning of year)

☐ Several (4-5 meetings since beginning of year)

☐ Meet regularly with child's teachers (more than 6 meetings since beginning of year)

4. Since the beginning of the school year, has your child participated in the following activities? (Please check the box under "yes", "no", "not offered" or "don't know" for each activity.)

	<u>Yes</u>	<u>No</u>	<u>Not offered</u> <u>at my child's school</u>	<u>Don't know</u>
a. Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Workshops about college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. College campus visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Job site visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Gear Up EXPO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do you attend activities or events at your child's school, not including parent-teacher meetings? (Check only one.)

☐ Frequently (Once a month, or more)

☐ Occasionally (Once every few months)

☐ Seldom (Once or twice per year)

☐ Never

6. The following is a list of specific activities that may have taken place at your child's school. Since the beginning of the school year, have you attended: (Please check the box under "yes", "no", or "not offered" for each activity.)

	<u>Attended</u>	<u>Did not attend</u>	<u>Not offered at my child's school</u>
a. Workshop on financial aid	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
b. Workshop on preparing your child for college	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
c. Workshop on career opportunities for your child	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
d. College visit	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
e. Art or cultural event	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
f. Back-to-school night	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
g. PTA meetings	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
h. A school event, such as a play or sports event	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
i. A field trip, such as a museum or zoo	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
j. Commonwealth Institute for Parent Leadership (CIPL) Training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
k. Workshop or meeting related to child's Individual Graduation Plan (IGP)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

- 7a. Since the beginning of the school year have you attended or participated in any GEAR UP sponsored events? (Check only one.)

☒ Yes
☒ No
☒ Don't know

- 7b. Since the beginning of the school year, have you volunteered at your child's school? (Check only one.)

☒ Yes
☒ No

8. Since the beginning of the school year, have you talked with your child about attending college? (Check only one.)

☒ Yes
☒ No

9. Do you think your child will continue his/her education after high school? (Check only one.)

☒ Yes
☒ No
☒ Don't know

10. How far in school would you like to see your child go? (Check only one.)

☒ Should get a certificate from a vocational, trade or business school (less than 2-year program)
☒ Should get an Associate's (AA) degree or 2-year degree from a community college
☒ Should get a Bachelor's (BA) degree or 4-5 year degree from a college or university
☒ Should get a graduate or professional degree such as a Master's (MA), doctorate (Ph.D.), law (JD), or medical (MD) degree
☒ Should not continue his or her education after high school
☒ Should not finish high school

11. If your child does not attend college, what would be the main reason? (Check only one main reason.)

☒ It costs too much or cannot afford it
☒ She/he needs or wants to work
☒ Her/his grades are not good enough
☒ She/he is not interested
☒ She/he wants to join the military service
☒ Family issues
☒ Some other reason

12. Since the beginning of the school year, have you talked to anyone at your child's school about the courses or grades he/she needs to get into college? (Check only one.)

☐ Yes
☐ No

13. Do you feel you have enough information about the requirements for getting into college? (Check only one.)
☐ Yes
☐ No
☐ Don't know

14. **As you may know, there are three basic types of postsecondary institutions. Do you know the entrance requirements for each of these types of schools? (Please check the box under “yes” or “no” for each type of institution.)**

	<u>Yes</u>	<u>No</u>
2-year or community college	<input type="checkbox"/>	<input type="checkbox"/>
4-year college or university	<input type="checkbox"/>	<input type="checkbox"/>
Vocational, trade or business school	<input type="checkbox"/>	<input type="checkbox"/>

15. Have you started saving any money for your child's college education? (Check only one.)
☐ Yes
☐ No

16. Do you know about the different types of Kentucky savings plans for college? (Check only one.)
☐ Yes
☐ **No**

17. Have you heard of the following types of financial assistance for college? (Please check the box under “yes” or “no” for each type of financial assistance.)

	<u>Yes</u>	<u>No</u>
Federal Pell Grant	<input type="checkbox"/>	<input type="checkbox"/>
Federal student loans	<input type="checkbox"/>	<input type="checkbox"/>
Federal work-study	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Education Excellence Scholarships (KEES)	<input type="checkbox"/>	<input type="checkbox"/>
Kentucky Tuition Grant (KTG)	<input type="checkbox"/>	<input type="checkbox"/>
College Access Program (CAP)	<input type="checkbox"/>	<input type="checkbox"/>
Academic or other scholarships	<input type="checkbox"/>	<input type="checkbox"/>
Athletic scholarships	<input type="checkbox"/>	<input type="checkbox"/>

18. How much do you think it costs to attend a Kentucky 4-year public college or university in your state for one year (tuition only)?

\$_____ per year (Enter a dollar amount in the space provided.)

19. Do you think your child would be able to afford to attend a 4-year public college or university after high school? (Check only one.)
☐ Definitely
☐ Probably
☐ Not sure
☐ I doubt it
☐ Definitely not

20. Have you spoken to anyone at your child's school or at a school-sponsored workshop about financial assistance for your child to attend college? (Check only one.)
☐ Yes
☐ No

21. **What is your highest level of education? If applicable, what is the highest level of education for your child's other parent/guardian. (Select only one box per parent/guardian.)**

guardian)	Mother (or female guardian)	Father (or male
Less than high school diploma	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
High school diploma only	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Certificate (less than 2 year program)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
AA or Associate's degree (2-year degree)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
BA or Bachelor's degree (4-5 year degree)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Graduate or professional degrees (MA, Ph.D., MD, JD)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does not apply	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

22. How do you describe yourself? If applicable, describe the child's other parent/guardian. (Check all that apply.)

guardian)	Mother (or female guardian)	Father (or male
American Indian or Alaskan Native	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Native Hawaiian or other Pacific Islander	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Does not apply	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

THANK YOU FOR YOUR TIME IN COMPLETING THE GEAR UP KENTUCKY PARENT SURVEY!

**** Please make sure the survey is returned to your student's school. If you have any questions, please do not hesitate to call the GEAR UP KENTUCKY office at 502-573-1555. ****

Attachment #3

STUDENT SURVEY GEAR UP KENTUCKY

1. Please write your current grade level: _____
2. What type of student do you consider yourself? (CHECK ONE ONLY)
 - Excellent ✍
 - Good..... ✍
 - Fair ✍
 - Poor ✍
3. How has your academic performance changed because of GEAR UP? Would you say that because of your participation in GEAR UP, your grades and how well you do in class are: (CHECK ONE ONLY)
 - Better..... ✍
 - About the same..... ✍
 - Worse ✍
 - Not sure..... ✍
 - I have not participated in any GEAR UP activities..... ✍
4. During this school year, how often did you attend each of the following types of activities? (CHECK ONE BOX ON EACH LINE)

Activity	Every day	Frequently	A few times	Did not attend	Not offered
Tutoring in math.....	✍	✍	✍	✍	✍
Tutoring in English.....	✍	✍	✍	✍	✍
Tutoring in other academic subject(s)	✍	✍	✍	✍	✍
Tutoring for SAT, ACT or other college entrance exam.....	✍	✍	✍	✍	✍
Tutoring, other	✍	✍	✍	✍	✍
Computer assisted lab, Any type	✍	✍	✍	✍	✍
Mentoring.....	✍	✍	✍	✍	✍
Attended class at a college	✍	✍	✍	✍	✍
Counseling/advising for College.....	✍	✍	✍	✍	✍
Counseling, personal	✍	✍	✍	✍	✍
Attended Workshop on college preparation.....	✍	✍	✍	✍	✍
Attended workshop on study skills...	✍	✍	✍	✍	✍
Attended workshop on careers	✍	✍	✍	✍	✍
Visited a college	✍	✍	✍	✍	✍
Visited a job site	✍	✍	✍	✍	✍
Attended a cultural event	✍	✍	✍	✍	✍
Job shadowing	✍	✍	✍	✍	✍
College student shadowing	✍	✍	✍	✍	✍

5. Have you talked with your school counselor or someone else at your school about getting into college? (CHECK ONE)
 - Yes..... ✍
 - No ✍
6. Do you have an idea of what classes you need to graduate from high school? (CHECK ONE)
 - Yes..... ✍

No..... ✍

7. Do you have an idea of what classes you should take in high school to prepare you for college? (CHECK ONE)

Yes..... ✍

No..... ✍

8. **[GRADES 9-12 ONLY.]** Have you taken any of the following college entrance tests? (CHECK ALL THAT YOU HAVE TAKEN)

✍ PSAT

✍ SAT

✍ ACT

✍ Advanced Placement (AP) Classes

✍ Armed Services Vocational Aptitude Battery (ASVAB) Test

✍ Other college admissions test

9. Have you heard of the following types of schools? (CHECK ONE BOX ON EACH LINE)

	<u>Yes</u>	<u>No</u>
2-year or community college.....	✍	✍
4-year college or university.....	✍	✍
Vocational, trade or business school.....	✍	✍

11. How much do you think it costs to attend a 4-year public college in your state for one year (tuition only)?

4-year public college \$_____per year

12. Do you think a person with a college degree earns more money in year than a person who does not have a college degree? (CHECK ONE)

Yes..... ✍

No..... ✍

Don't know..... ✍

13. Do you think you will continue your education after high school (that is, go to college or attend a trade school, etc.)? (CHECK ONE)

Yes..... ✍

No..... ✍

Not Sure..... ✍

14. **[GRADES 11-12 ONLY.]** Check one of the following statements that best describes what you will do or have already done in planning for college:

I am not planning on applying to college. ✍

I am planning to apply to college. ✍

I have already applied to a 4-year college/university. ✍

I have already applied to a 2-year college. ✍

15. When you choose a college, what is most important to you? (CHECK ONE)

It's close to my home. ✍

The tuition is low. ✍

It offers me a scholarship. ✍

It is known for its good academics. ✍

- I know someone who went to college there. ☒
- I know I will get a good job when I graduate from there. ☒
- I am not planning to go to college. ☒

16. How far in school do you think you will get? (CHECK ONLY ONE)

- Less than high school.....☒
- High school only.....☒
- Certificate program (less than 2-year program) ☒
- AA or Associates degree (2-year degree) ☒
- BA or Bachelor's degree (4-5 year degree)..... ☒
- Graduate or professional degree (MA, Ph.D., law, MD)..... ☒
- Don't know ☒

17. What is the main reason you would not continue your education after high school? (CHECK ONE ONLY)

- It costs too much or I cannot afford it.....☒
- I need or want to work.....☒
- My grades are not good enough.....☒
- I'm just not interested.....☒
- I want to join the military service.....☒
- I want to start a family or I need to take care of my family.....☒
- Some other reason.....☒
- I will continue my education.....☒

18. Do you think you will be able to afford to attend a 4-year college or university after high school? (CHECK ONE)

- Definitely..... ☒
- Probably..... ☒
- Not Sure..... ☒
- I doubt it..... ☒
- Definitely not..... ☒

18. **[GRADES 9-12 ONLY.]** Have you talked with your school counselor or someone else at your school about financial assistance you can get to pay for college? (CHECK ONE)

- YES ☒
- NO ☒

20. Have you heard of the following ways that you can get money for college? (CHECK ALL THAT YOU HAVE HEARD OF BEFORE)

- ☒ Grants
- ☒ Loans
- ☒ Kentucky Education Excellence Scholarships
- ☒ Kentucky Tuition Grant
- ☒ College Access Program
- ☒ Academic scholarships
- ☒ Athletic scholarships

21. What is the Kentucky Education Excellence Scholarship (KEES)? (CHECK ONE)

- ☒ Money to go to college that I get if I have good grades throughout high school.
- ☒ Money to go to college that I get if I am a good athlete.
- ☒ I have not heard of the Kentucky Education Excellence Scholarship (KEES) before.

22. Has your participation in GEAR UP this year changed your plans about attending college? (CHECK ONE)

Yes..... ✍
No..... ✍

23. During the past year, have you discussed the academic requirements for attending a 4-year college with any adults in your household? (CHECK ONE)

Yes..... ✍
No..... ✍

24. Did any of your family members get a college degree? (CHECK ALL THAT APPLY)

	<u>Yes</u>	<u>No</u>	<u>Not Sure</u>
Mother or female guardian	✍	✍	✍
Father or male guardian	✍	✍	✍
Brother(s) or sister(s)	✍	✍	✍
Grandparent(s).....	✍	✍	✍

25. Are you . . . (CHECK ONE)

Female? or..... ✍
Male?..... ✍

26. **How do you describe yourself? (CHECK ALL THAT APPLY)**

American Indian or Alaska Native ✍
Asian ✍
Black or African American..... ✍
Hispanic or Latino..... ✍
White..... ✍
Native Hawaiian or Other Pacific Islander..... ✍
Other..... ✍

THANK YOU!

PLEASE RETURN THIS SURVEY TO: